

**Connecticut State Department of Education**  
**Bureau of Special Education**  
SPP Indicator 4 District Suspension/Expulsion Self-Assessment

<b>District Name:</b>	<b>4A: Percentage (if applicable) =</b>
<b>District Contact Person:</b>	<b>4B: Relative Risk Index (if applicable) =</b>

Through the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), states are required to examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities. If discrepancies are determined to be significant, the state must then review and, if appropriate, revise (or require the district to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA. (34 C.F.R. Section 300.170).

This is monitored through Indicator 4 of the State Performance Plan (SPP):

4A: Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with IEPs for greater than 10 days in a school year; and

4B: Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, and practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

In Connecticut, significant discrepancy is defined as follows:

4A: Greater than 2% of students with disabilities in a district suspended or expelled out-of-school (OSS) for any offense for a cumulative total of greater than ten days in a school year.

4B: A Relative Risk Index (RRI) greater than or equal to 2.0 in the out-of-school (OSS) suspension or expulsion for serious offenses of students with disabilities by race/ethnicity for a cumulative total of greater than ten days in a school year.

The district's data submitted through the ED166 collection system indicate a significantly discrepant rate of suspensions/expulsions for students with disabilities under 4A and/or 4B. For details regarding the calculation of significant discrepancy see Connecticut's SPP/APR at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094>

The district must complete this self-assessment to determine if the data are a result of noncompliance in the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards. If noncompliance is found, corrective actions will be imposed and reported in Connecticut's Annual Performance Report (APR) submitted to the U.S. Office of Special Education Programs (OSEP) on February 1. If the district is in compliance, there will be no further action.

The self-assessment is designed to determine if the district is in compliance with the following regulatory provisions of IDEA:

Evaluation procedures (34 C.F.R. Section 300.304)

Development, review, and revision of IEP (34 C.F.R Section 300.324)

Responsibility of SEA and other public agencies (34 C.F.R Section 300.500)

Opportunity to examine records, parent participation in meetings (34 C.F.R Section 300.501)

Authority of school personnel (34 C.F.R Section 300.530)

Determination of setting (34 C.F.R Section 300.531)

### **Instructions:**

All aspects of the following questions must be answered. The district will be contacted if more information is needed once the self-assessment is submitted.

Underline or **bold** only YES, NO or OTHER. If OTHER is selected, provide an explanation in the column to the right. Keep explanations clear and concise.

List the district's sources of evidence and where they can be found.

The Connecticut State Department of Education (CSDE) strongly encourages districts to share this self-assessment with special services staff.

Related Regulations	Response	What are the district's sources of evidence? Where can they be found? AND/OR Explanation of "other".	DO NOT COMPLETE for CSDE use
<b>Section 1. Development and Implementation of IEPs</b>			
The LEA uses a variety of assessment tools and strategies to gather relevant functional developmental and academic information about the child, including information provided by the parent. { 34 C.F.R. §300.304(a)(1) }	YES NO Other (explain in next column)		
School personnel consider unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct. { 34 C.F.R. §300.530(a) }	YES NO Other (explain in next column)		

Related Regulations	Response	What are the district's sources of evidence? Where can they be found? AND/OR Explanation of "other".	DO NOT COMPLETE for CSDE use
<p>The public agency provides services to children with disabilities that have been removed from their current placement for 10 school days in the same school year. { 34 C.F.R. §300.530(b)(2)}</p>	<p>YES NO Other (explain in next column)</p>		
<p>School personnel apply relevant disciplinary procedures to students with disabilities in the same manner and duration as would be applied to students without disabilities when the district changes a student's placement for disciplinary reasons exceeding 10 consecutive school days and determined that the violation was not a manifestation of the student's disability. { 34 C.F.R. §300.530(c)}</p>	<p>YES NO Other (explain in next column)</p>		
<p>Students with disabilities who are removed from their current placement are provided services in another setting in order to continue to participate in the general education curriculum and to progress toward meeting IEP goals. { 34 C.F.R. §300.530(d)(1)(i)}</p>	<p>YES NO Other (explain in next column)</p>		
<p>During suspensions of more than 10 school days in a school year, regardless of the manifestation determination, students with disabilities receive services to enable them to participate in the general curriculum and to progress toward IEP goals. { 34 C.F.R. §300.530(d)(4)}</p>	<p>YES NO Other (explain in next column)</p>		
<p>Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the IEP team meet to review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents. { 34 C.F.R. §300.530(e)(1)}</p>	<p>YES NO Other (explain in next column)</p>		

Related Regulations	Response	What are the district's sources of evidence? Where can they be found? AND/OR Explanation of "other".	DO NOT COMPLETE for CSDE use
<p>In making the manifestation determination, the IEP team reviews all relevant information in the student's file to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability. { 34 C.F.R. §300.530(e)(1)(i) }</p>	<p>YES NO Other (explain in next column)</p>		
<p>In making the manifestation determination, the IEP team reviews all relevant information in the student's file to determine if the conduct in question was the direct result of the LEA's failure to implement the IEP. { 34 C.F.R. §300.530(e)(1)(ii) }</p>	<p>YES NO Other (explain in next column)</p>		
<p>The district takes steps to remedy any deficiencies in the student's IEP or placement as identified by the manifestation team. { 34 C.F.R. §300.530(e)(3) }</p>	<p>YES NO Other (explain in next column)</p>		
<p>The student is returned to the placement from which the student was removed if a determination is made that the conduct was a manifestation of the student's disability, unless the parent and the school district agree to a change of placement as part of the modification of the behavioral intervention plan. { 34 C.F.R. §300.530(f)(2) }</p>	<p>YES NO Other (explain in next column)</p>		
<p>Students with disabilities are removed to an alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child:</p> <ul style="list-style-type: none"> <li>• Carries a weapon to or possesses a weapon,</li> <li>• Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, and/or</li> <li>• Has inflicted serious bodily injury upon another person</li> </ul> <p>while at school, on school premises, or at a school function. { 34 C.F.R. §300.530(g) }</p>	<p>YES NO Other (explain in next column)</p>		

Related Regulations	Response	What are the district's sources of evidence? Where can they be found? AND/OR Explanation of "other".	DO NOT COMPLETE for CSDE use
<p>An interim alternative educational setting is determined by the IEP team when there is a change of placement.</p> <p>{ 34 C.F.R. §300.531 }</p>	<p>YES NO Other (explain in next column)</p>		
<b>Section 2. Positive Behavioral Interventions and Supports</b>			
<p>In the case of a child whose behavior impedes the child's learning or that of others, the IEP Team considers the use of positive behavioral interventions and supports and other strategies to address that behavior.</p> <p>{ 34 C.F.R. §300.324(a)(2)(i) }</p>	<p>YES NO Other (explain in next column)</p>		
<p>At least one general education teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies for the student.</p> <p>{ 34 C.F.R. §300.324(a)(3)(i) }</p>	<p>YES NO Other (explain in next column)</p>		
<p>As appropriate, a functional behavioral assessment and behavioral intervention services and modifications are designed to address the behavior violation so that it does not recur for a child with a disability who is removed from the child's current placement.</p> <p>{ 34 C.F.R. §300.530(d)(1)(ii) }</p>	<p>YES NO Other (explain in next column)</p>		
<p>Functional behavioral assessments are based on multiple sources of data, including but not limited to, information obtained from direct observation of the student, information from the student, the student's teacher(s) and/or related service provider(s), a review of available data and information from the student's record and other sources including any relevant information provided by the student's parent.</p> <p>{ 34 C.F.R. §300.530(e)(1) }</p>	<p>YES NO Other (explain in next column)</p>		

Related Regulations	Response	What are the district's sources of evidence? Where can they be found? AND/OR Explanation of "other".	DO NOT COMPLETE for CSDE use
When a student has been removed for more than 10 days and the student's conduct is a manifestation of the student's disability, the IEP Team conducts a functional behavioral assessment and implements a behavioral intervention plan. { 34 C.F.R. §300.530(f)(1)(i) }	YES NO Other (explain in next column)		
If the student already has a behavioral intervention plan, the IEP Team meets to review the plan and its implementation and modifies the plan and its implementation, as necessary, to address the behavior that resulted in the disciplinary change of placement. { 34 C.F.R. §300.530(f)(1)(ii) }	YES NO Other (explain in next column)		
<b>Section 3. Procedural Safeguards</b>			
The district establishes, maintains, and implements procedural safeguards. { 34 C.F.R. §300.500 }	YES NO Other (explain in next column)		
If neither parent can participate in a meeting in which a decision is to be made regarding the educational placement of the child, the district uses other methods to ensure parent participation, including individual or conference calls or video conferencing. { 34 C.F.R. §300.501(c)(3) }	YES NO Other (explain in next column)		
If a placement decision is made by a group without the involvement of a parent, the district maintains a record of the attempts to ensure their involvement. { 34 C.F.R. §300.501(c)(4) }	YES NO Other (explain in next column)		
The public agency provides services during periods of removal to students with disabilities who have been removed from his or her current placement. { 34 C.F.R. §300.530(d) }	YES NO Other (explain in next column)		

Related Regulations	Response	What are the district's sources of evidence? Where can they be found? AND/OR Explanation of "other".	DO NOT COMPLETE for CSDE use
The district notifies the parent on the date in which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct and provides the parents with the procedural safeguards notice. { 34 C.F.R. §300.530(h) }	YES NO Other (explain in next column)		

**Section 13. Are there any other factors that the district believes contribute to the district's significantly discrepant data in the suspension/expulsion of students with disabilities?**

COMPILED BY: \_\_\_\_\_  
 (Name and Title) Date

\_\_\_\_\_  
 (Name and Title) Date

\_\_\_\_\_  
 (Name and Title) Date

\_\_\_\_\_  
 (Name and Title) Date

REVIEWED BY: \_\_\_\_\_  
 (Superintendent of Schools) Date

\_\_\_\_\_  
 (District)